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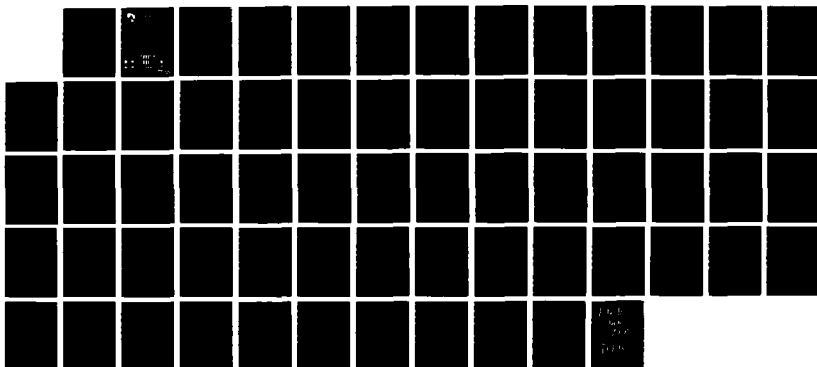
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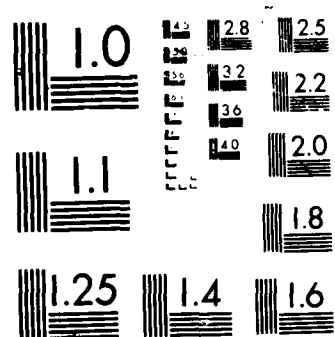
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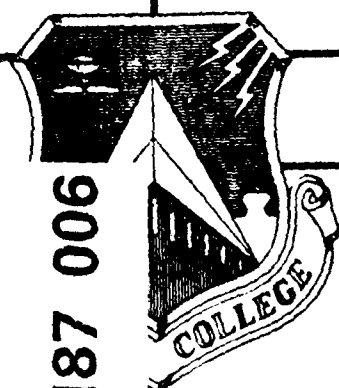




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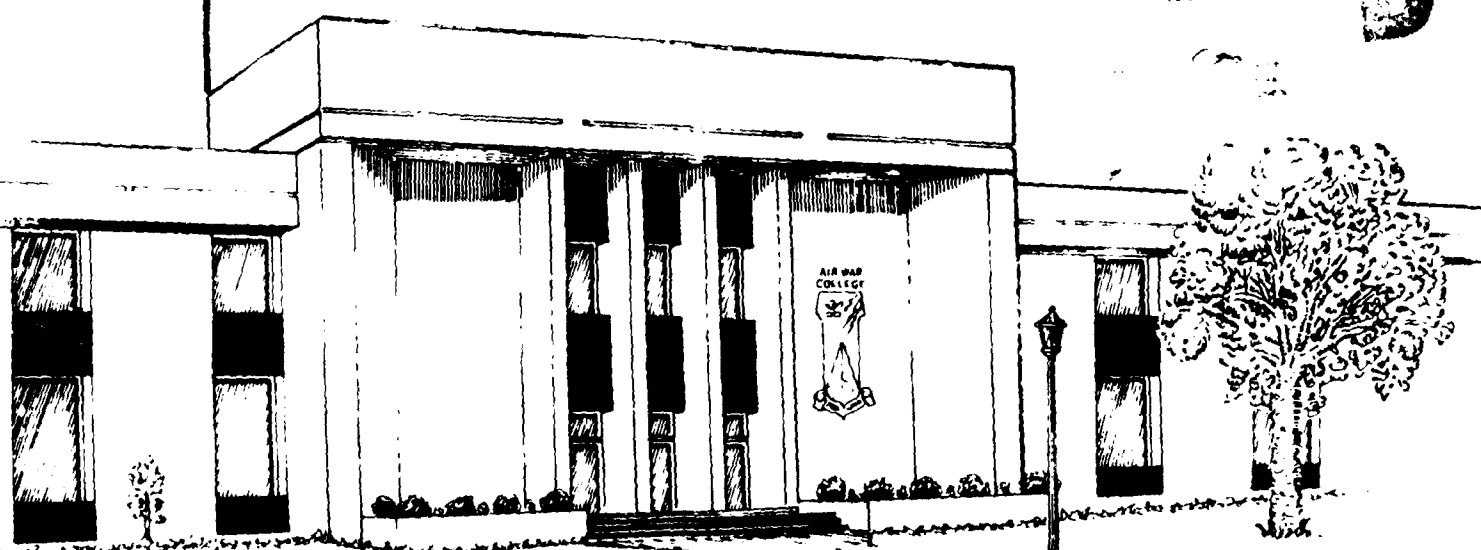
RESEARCH REPORT

No. AU-AWC-87-171

SQUADRON COMMANDERS AND THE AIR FORCE
PERSONNEL SYSTEM: KEY PARTNERS IN THE
CAREER DEVELOPMENT PROCESS

By COLONEL NORMAN F. RATHJE AND LIEUTENANT
COLONEL JOHN H. HAPP, JR.

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Squadron Commanders and the Air Force Personnel System:
Key Partners in the Career Development Process

by

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A RESEARCH REPORT SUBMITTED TO THE FACULTY

IN

FULFILLMENT OF THE RESEARCH REQUIREMENT

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MAXWELL AIR FORCE BASE, ALABAMA

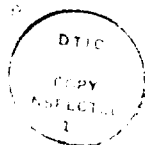
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AIR WAR COLLEGE RESEARCH REPORT ABSTRACT

TITLE: Squadron Commanders and the Air Force Personnel System:
Key Partners in the Career Development Process

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Reports the findings and conclusions of a survey developed to determine how well prepared flying squadron commanders are to perform their roles as career counselors and assignment selection and notification officials. The survey was administered to all flying squadron commanders in the United States Air Force with the objective of measuring opinions concerning: preparation for their role in the career development process, their involvement in the assignment selection and notification process, and the usefulness of the Air Force Form 90. In general, survey results indicate squadron commanders believe they play a key role in junior officer career development. They do, however, desire more influence over the assignment selection and notification process for the junior officers in their squadron. They are also critical of the lack of career development training being presented at major air command sponsored commander's orientation courses and believe an improved course should be completed before or very shortly after assuming command. Additionally, commanders do not believe the Air Force Form 90 is a useful means of interfacing with the assignment system, but prefer working directly with Air Force Military Personnel Center and major air command assignment officers to affect assignment actions.

BIOGRAPHICAL SKETCH

Colonel Norman F. Rathje (B.S., United States Air Force Academy; M.S., Oregon State University) has performed duty as a KC-135 squadron commander at Altus Air Force Base, Oklahoma, and as a personnel staff officer and executive officer at the Air Force Military Personnel Center. He served as a Forward Air Controller in Southeast Asia in 1971-72 and holds the Distinguished Flying Cross (10LC) and Air Medal (80LC). He is a Distinguished Graduate of Squadron Officer School and the Air Command and Staff College and a graduate of the Air War College, Class of 1987.

Lieutenant Colonel John H. Happ, Jr. (B.S., Texas A&M University; M.A., Webster College) is experienced in the rated world as a C-130 command pilot, the personnel career field as a section commander at the Air Force Military Personnel Center, and in the logistics career field as a field maintenance squadron commander. He completed a combat tour in Southeast Asia in the C-130 and gained further experience in the Pacific as a C-130 exchange pilot with the Royal New Zealand Air Force. He is a resident graduate of Squadron Officer School, Armed Forces Staff College, and the Air War College, Class of 1987.

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CHAPTER I

INTRODUCTION

BACKGROUND

In early 1985, the Air Force Military Personnel Center (AFMPC) and Headquarters Military Airlift Command initiated a test program designed to get flying squadron commanders more actively involved in the officer assignment process.¹ This program was the latest step in an ongoing effort to provide USAF officers better career counseling with particular emphasis on the needs and aspirations of rated junior officers (captains and lieutenants).

Efforts by the USAF personnel system to improve the quality of assignment and career counseling given to junior officers go back at least to 1971 when Air Force sample surveys and an Air Force Inspector General survey revealed numerous officers had not received any career counseling and that many of those who had received counseling felt it was inadequate.² Although there was recognition within the personnel community that commanders and supervisors were in the best position to provide accurate counseling, no effort was made to create opportunities for in-depth counseling between supervisors and subordinates. Rather, Air Force policy encouraged officers to plan their own careers by ensuring their desires were properly communicated to the personnel system through the Air Force Form 90 (Officer Career Objective Statement (Lt Colonel and below)). Although the Air Force career counseling regulation, AFR 36-23 (Officer

Career Development), mandated annual counseling by supervisors, few officers felt that existing personnel management and counseling practices promoted effective career management and the attainment of personal goals. As a consequence, supervisors rarely conducted formal counseling sessions.³

Because of their perceived lack of influence on the assignment and career development systems through formal counseling sessions and use of the AF Form 90, most officers began dealing directly with assignment officers at AFMPC and/or their major air command (MAJCOM). This trend gained significant momentum in 1969 following the establishment of a staff of "career monitors" at AFMPC whose job was to provide counseling for officers in all career fields.⁴ Although personal visits were encouraged and traveling teams were sent worldwide to present briefings and conduct individual counseling sessions, it was physically impossible for every officer to receive individual counseling from an AFMPC career development officer. Based on the authors' personal observations, the career monitor concept led to an environment in which officers in the field felt that maintaining a good relationship with their AFMPC career monitor was the key to working a "good" assignment. This philosophy seriously weakened the role of the commander/supervisor in the career development/assignment process and detracted from the commander's ability to provide effective unit leadership. The career monitor concept was subsequently downplayed with the redesignation of AFMPC career monitors as "assignment officers" in 1984. This redesignation was the

beginning of an effort to decrease the importance of AFMPC functional managers as career development experts and to shift this role to senior officers at squadron and wing level. As these changes were being made, the MAJCOMS and AFMPC began to look for ways to enhance the squadron commander's role in the assignment/career development process. Following a successful test in the Military Airlift Command in 1985-86, the "Commander Involvement in the Assignment Process" initiative was implemented Air Force-wide in the summer of 1986.⁵

Under this system, assignment options flow from AFMPC to the MAJCOM personnel staffs. These options are then distributed to the squadron commander for discussion with individual officers. Following this discussion, feedback is channeled through the MAJCOM to AFMPC where it is incorporated into the assignment decision process. Once finalized, assignment notification is made by the commander or supervisor.⁶ Although the policy does not specifically prohibit officers from calling or visiting AFMPC, the emphasis has clearly shifted to career counseling at the grass roots level with the unit commander having a major input into the assignment selection and notification process.

As a complement to this policy change, the AF Form 90 was revised in the Fall of 1986 to require the commander's signature. This requirement was initiated to encourage commander involvement in career planning as well as to provide an opportunity for indepth career counseling between the commander and junior officers within the squadron.⁷

One of the primary goals of the survey forming the basis for this report is to analyze the impact of the policy changes increasing the squadron commander's involvement in the assignment process. Although reaction to this change by assignment officers at AFMPC and MAJCOM headquarters has been positive, to date, there has been no attempt to determine the squadron commander's perceptions of the program's effectiveness. This study is undertaken to examine these perceptions approximately six months after the program's Air Force-wide implementation.

SCOPE AND PURPOSE

The survey (Appendix B) developed by the authors contains questions based on their personal experiences as AFMPC assignment officers and squadron commanders as well as information gathered during interviews with AFMPC assignment officers in October of 1986 and consultations with the study director, also a former flying squadron commander and MAJCOM Director of Personnel Plans. The survey was created and administered with the assistance of the Survey Branch, Directorate of Personnel Plans, Programs and Analysis, Air Force Military Personnel Center, who provided technical expertise in forming the question statements and produced mailing labels for the survey's distribution.

The survey was administered to every flying squadron commander in the United States Air Force with the purpose of obtaining their perceptions regarding: preparation for their role in the career development and assignment selection/notification process, the Commander's Involvement in the Assignment

Process initiative, the usefulness of the AF Form 90 as a career objective/counseling tool, and MAJCOM sponsored commander's orientation or training courses. The survey was administered only to commanders of flying squadrons as the commander involvement initiative was implemented first in these units. No analysis was made of non-flying squadrons due to limitations in the time available to conduct the survey and the relatively recent extension of the commander's involvement program to these organizations.

LIMITATIONS

Several factors limit the conclusions which can be drawn from this analysis. First, this report represents a snapshot of opinions in the January-February, 1987, time frame of flying squadron commanders who responded to the survey. Because of the rapid changes occurring in assignment policy due to the Goldwater-Nichols 1986 Department of Defense Reorganization Act and the recent congressionally directed reduction in permanent change of station funding, the opinions reflected in this survey may differ substantially from those obtained in a more steady-state assignment policy environment. Secondly, no minimum requirement was established for tenure as a squadron commander. Ergo, the responses from officers who very recently assumed this position were given the same weight as those approaching the end of their tour. Thirdly, the survey findings are based solely on the opinions advanced by the respondents. Since this is the first time research has been done on commander's perceptions regarding their role in the assignment

process, there is no data available to correlate the survey results or to measure changes in opinions. Hopefully, this survey will serve as a baseline for further study of perceptions and opinions in this area as assignment policies and the squadron commander involvement initiative evolve in the years to come.

ASSUMPTIONS

The following assumptions were applied both in survey development and analysis. First, the survey questions assumed that respondents were selected for their role as flying squadron commanders based on their leadership ability and a background that would enable them to perform well in the career development and assignment counseling roles. The survey was limited to officers currently serving as squadron commanders, with the assumption that their opinions reflect those of other officers of comparable grade and experience with similar qualifications.

Secondly, the survey assumes commanders are fully prepared to perform their duties in the area of interest as soon as they take command. This assumption led to equal weight being given to the responses of all the respondents, regardless of the length of tenure as a commander.

Thirdly, the authors assumed that any changes made as a result of the survey would have a desired positive impact on future squadron commanders selected under the criteria currently being used. A survey of a comparable population in future years would be useful in verifying the results of this

assumption.

PROBLEM STATEMENT

"Are flying squadron commanders adequately prepared to perform their role as career counselors and do their part in the assignment selection process, and if not, how can they be better prepared?"

METHODOLOGY

An attempt to address the above question dictated the development and administration of a survey specifically designed for this purpose. Accordingly, a 47-question survey was developed and administered to United States Air Force flying squadron commanders. Of the 375 surveys distributed, 269 or 71.7% were returned for analysis.

The survey questions are based on the authors' experiences as squadron commanders and personnel officers, as well as interviews with AFMPC assignment officers and discussions with the study director. Some questions address the perceptions of flying squadron commanders concerning their involvement in the assignment/career development process and particularly their reaction to the recently instituted squadron commander involvement in the assignment process initiative. Others specifically targeted perceptions regarding the usefulness of the AF Form 90 in the assignment process and the role of MAJCOM hosted commanders' training programs. Additional questions address a variety of rated officer personnel topics in an effort to establish a background of opinion on issues such as the rated supplement and professional military education. The authors

anticipate some of the questions will be almost unanimously supported or rejected but feel these responses help establish accurate baseline opinions in certain areas. The survey is written in an objective format to minimize alienation of the respondents and to, hopefully, avoid "steering" respondents to preconceived responses.

The 47 questions are broken into the following major areas: squadron commander demographic information, preparation for assignment/career development counseling, usefulness of the AF Form 90, the commander's involvement in the assignment process initiative and rated officer career development topics. Three additional, open-ended, optional, short-answer questions ask for opinions on ways to improve the assignment selection process and for suggestions on how to better prepare squadron commanders for responsibilities as career advisors and assignment selection/notification officials. When used, the five point response scale consisted of the following choices: agree, slightly agree, neither agree nor disagree, slightly disagree, or disagree. This format not only forces a response to each question, it also forms a statistical measure of the strength of opinion regarding each question. The statistical analysis plan centers on use of the Statistical Package for Social Sciences system available on the Gunter AFS Honeywell computer.

Survey results were statistically compiled with cross-correlation made between a variety of questions. A breakdown by MAJCOM was also undertaken to determine if significant dif-

ferences existed between the perceptions regarding the personnel programs in each command. This data was analyzed by the authors to determine how well current policies are working and to make recommendations regarding improvements. The three open-ended questions were analyzed manually to compile opinions regarding ways to improve the assignment and career development systems.

CHAPTER II

ANALYSIS

OVERVIEW

The returned surveys provide a wealth of data for examination. To facilitate analysis, the computer scored results were stratified into two categories: total population (269) and a breakout by MAJCOM: ATC (20), MAC (58), PACAF (9), SAC (60), TAC (82), and USAFE (24). Although inputs from additional MAJCOMS contributed to the overall results, they were not broken out separately due to the small number of responses--(AFCC (4), AFSC (6), AAC (2), ESC (1), USAFA (3)). The final segment of analysis involves a manual review of the responses received to the three open-ended questions.

The survey results were further compartmentalized into five major areas, each dealing with perceptions regarding various aspects of the assignment/career development process. These areas include: (1) demographics of the survey population, (2) preparation of commanders for their role in the assignment/career development process, (3) usefulness of the Air Force Form 90, (4) the impact of the Commander's Involvement in the Assignment Process initiative, and (5) reactions regarding a variety of personnel management policies.

DEMOGRAPHICS

Not surprisingly, 94% of the survey respondents are lieutenant colonels. Although these officers command squadrons which vary widely in size, 84% command units with at least 20

officers assigned and over 50% of this group command units of at least 50 officers. Tenure as a squadron commander varies from less than one month to over two years, with the most common length of time in the job being six to 12 months. Approximately 50% had served under twelve months with an additional 40% serving between one and two years. Using weighted averaging techniques, the typical respondent had been in command approximately 13 1/2 months.

The survey response rate varies by MAJCOM as follows: AFCC 100%, AFSC 86%, ATC 74%, AAC 100%, ESC 100%, MAC 70%, PACAF 50%, SAC 80%, TAC 67%, and USAFE 68%.

SUMMARY

As noted above, the typical respondent is a lieutenant colonel with just over a year of experience as commander of a unit with at least 20 and, more likely, more than 50 officers. The authors feel that unit size is significant as the commander's involvement in the assignment process may well be more demanding in larger units due to the greater number of junior officers who must be counseled. This is particularly true in squadrons with heavy TDY commitments. Because the great majority of the respondents command relatively large units, the authors believe the survey's conclusions can be applied to typical USAF flying squadrons of relatively large size. Although it may appear the low experience level of some of the commanders biases the results, one of the survey's key assumptions is that squadron commanders are fully prepared to perform their role immediately upon assuming command. For this

reason, the responses from low tenure commanders are given equal weight with more experienced individuals.

SQUADRON COMMANDER PREPARATION

ORIENTATION TRAINING

The commander orientation training conducted by each MAJCOM is the sole across-the-board, face-to-face opportunity and thus, the most convenient forum for informing new commanders of Air Force and MAJCOM assignment/career development policies. For this reason, the survey respondents were asked several specific questions regarding this training.

TIMING

The first analysis conducted was of the timing of the commander's orientation training. Approximately one quarter of those responding to the survey indicated they had never attended a commander's training course. Of these, 26% had been in the job less than six months, 40% between 6 months and one year, 25% between one and two years and 10% more than two years.

The vast majority (84%) of those who had attended training completed it within six months of assuming command. Almost 40% of these officers, however, did not attend training until they had been in the job for at least 90 days. Among the 73% of the total respondents who had attended such training, average time in command prior to attending the training (again using weighted averaging techniques) is slightly over four months.

COURSE CONTENT

The survey also asked those who had attended a commander's orientation course if it had included information on career counseling. Over 70% indicated they had received no training in this area; 20% had received some training; and a small number (9%) (solely from SAC, TAC and ATC) had received indepth training.

The response to questions regarding awareness of Air Force and MAJCOM rated officer requirements was somewhat more positive, with 70% of the commanders stating they had been briefed on or made aware of the requirements of both the Air Force and their MAJCOM. Responses to this question showed more divergence with a high of 88% of TAC respondents to a low of only 50% of ATC respondents indicating they had been briefed on these requirements. Notably, almost 44% of those in ATC stated they had not been made aware of either Air Force or command requirements. In the same regard, almost 73% of all respondents indicated they were at least fairly familiar with AFR 36-23, Officer Career Development, but somewhat less (60%) of ATC respondents were familiar with the same.

RATED OFFICER ASSIGNMENT GUIDE

The survey also asked commanders if they had received a copy of the "Rated Officer Assignment Guide" (ROAG). This publication is a rated officer career development and assignment guide produced by the AFMPC Rated Officer Assignment Branch. The ROAG is a resource which is targeted at officers in specific weapon systems and is intended to be a timely,

readable source of information on rated officer personnel issues. The most recent edition was forwarded to the MAJCOMS in the summer of 1986 with the recommendation that a copy be distributed to every flying squadron commander. Disturbingly, only 60% of the respondents indicated they had received a ROAG, and over half of the responding commanders in MAC, USAFE and ATC indicated they had not.

RATED OFFICER ASSIGNMENT PROGRAMS

Although commanders are critical of the lack of career development training presented during their commander's orientation course, they responded positively to questions about their preparedness to counsel junior officers concerning four specific assignment areas of interest. Over 75% of the commanders indicate they are at least somewhat prepared to counsel junior officers on rated supplement, ATC instructor, combat crew training school (CCTS) or replacement training unit (RTU), and Air Staff Training (ASTRA) assignments. Responses in this area were split about equally between "very prepared" and "somewhat prepared" with about 10% indicating "neither prepared or unprepared" and another 10% indicating some degree of "unprepared."

SUMMARY

In general, the survey results indicate the typical squadron commander receives major air command directed orientation training within six months of assuming command although a few do not receive training until over one year later. Only a few MAJCOMS include any officer career counseling training in their

courses. Additionally, although 70% of the respondents state they are aware of USAF and major air command rated officer requirements, 30% acknowledge a lack of understanding in this critical career counseling area. The disturbingly low distribution rate for the ROAG also indicates some commanders are not being exposed to one of the few sources of rated officer assignment and career development information that is updated on a periodic basis.

Commanders are also highly critical of the lack of assignment system/career development information being presented in commander's orientation training. The late timing of the course is of concern as well, as the commanders feel they should be fully knowledgeable of career development issues before or very shortly after assuming command.

Although critical of their orientation training, the 75% of the commanders who feel at least somewhat prepared to discuss specific "special" assignments--ASTRA, CCTS or RTU, etc.--confirm an intuitive observation the authors formed during analysis of the open-ended questions: under the current selection criteria, commander's acquire most of their career development background during the years spent gaining the experience required for the job. Although this background information is essential for commanders to establish credibility with their troops, accurate updates are required to enable them to maintain this credibility. The need for timely, credible career development information is one of the most common themes in the responses to the survey's open-ended questions. Com-

manders repeatedly asked for more frequent updates on assignment policies so they can, in turn, update their junior officers. Many specifically stated that the lack of timely, accurate information creates a serious credibility problem for them in the career development/assignment counseling area.

THE COMMANDER'S ROLE IN OFFICER CAREER DEVELOPMENT

Because commanders perform a key career development role, the survey asked a series of questions designed to measure perceptions regarding their involvement in rated officer career development.

FREQUENCY OF CAREER COUNSELING

As outlined in AFR 36-23, Officer Career Development, squadron commanders are responsible for ensuring that immediate supervisors conduct career counseling sessions for their subordinates at significant career phase points. In response to a question asking how frequently their officers receive counseling, approximately 45% of the commanders indicated their junior officers are counseled twice a year. An additional 30% are counseled once a year, with the remaining 25% indicating their subordinates receive counseling more than twice a year.

IDENTITY OF CAREER COUNSELOR

When asked who conducts the counseling, 90% stated it is done by either the squadron commander, the flight commander or the immediate supervisor. Approximately 10% used the comment sheet to indicate that other combinations of individuals in the squadron conduct counseling--usually the commander and the

immediate supervisor. When asked who they feel should provide career counseling, the commanders are in strong agreement (88%) that they are in the best position to provide career counseling for junior officers.

SOURCE OF CAREER COUNSELING INFORMATION

The survey also asked the commanders what they feel is the best source of assignment/career development information. Although the most common response (34%) was MAJCOM assignment officers, the responses to this question varied considerably between MAJCOMs with commanders in MAC, SAC and TAC relying most heavily on the MAJCOM personnel staffs and "other officers" for their information. The two commands with the greatest geographic separation from AFMPC--USAFE and PACAF--rely on AFMPC assignment officers for information. Overall, major air command assignment officers and "other officers" were the most commonly selected sources of information for all commands, with AFMPC assignment officers finishing a distant third.

Interestingly, the two documents created by AFMPC to spread the word (The Rated Officer Assignment Guide and the Officer Career Newsletter (OCN)) both received very low ratings as sources of assignment/career development information. These ratings, however, are consistent with responses to the open ended questions indicating that commanders need timely, accurate assignment/career development information to maintain their credibility as career advisors. Because Air Force requirements often change rapidly and sometimes impact only

officers within one MAJCOM, infrequently published documents such as the ROAG and OCN cannot keep commanders adequately informed. When the published information is of value, it often arrives well after a policy change has been articulated by some other means--word of mouth, Air Force Times, etc.. To remedy this "information gap," the commander's repeatedly asked that AFMPC and/or the MAJCOMs update them frequently on rated requirements, including rated staff positions, and other rated issues impacting their junior officers. The responding commanders feel that, until this information is made available on a continuing basis, they cannot adequately fulfill their role in the rated officer career development process.

COMMANDER INVOLVEMENT

When asked if the squadron commander has an important role in the career development process, 96% of the respondents strongly agree. Only 60%, however, feel well prepared for this role with an additional 34% only somewhat prepared. Additionally, over 80% of those surveyed agree that the commander's training course should provide training in career counseling, with 87% of the respondents agreeing that training in the assignment process is needed.

SUMMARY

The squadron commanders responding to the survey strongly believe they have an important role to perform in junior officer career development and that they are in the best position to provide this service. The commanders indicate they are exceeding the counseling requirements of AFR 36-23, Officer

Career Development, by conducting career counseling at least annually. In many squadrons, other senior officers are routinely counseling junior officers in addition to the at least annual counseling conducted by the commander.

The commanders stated they tend to rely on MAJCOM assignment officers, other officers, and AFMPC assignment officers (in that order) for career development information and are highly critical of commander's orientation training for not presenting information needed to fully prepare them for their role as career counselors. Although most commanders indicate personal experience has somewhat prepared them to discuss career planning, over 80% feel they would have benefited from career counselor training had it been presented during the commander's orientation course. In addition to receiving little, if any, formal training in this area, the commanders also indicate concern over the lack of a source of accurate, timely career development information they can use when counseling their junior officers. The ROAG and OCN are not rated highly for fulfilling their needs, as they are not published frequently enough to stay abreast of rapidly changing personnel developments and do not contain the weapon system specific information the commander needs. Many commanders proposed they be given monthly or bi-monthly updates by AFMPC and MAJCOM to keep them current on rated requirements and assignment options for their officers. Most feel this to be essential if they are ever to fulfill their role as full-fledged career development partners within the Air Force personnel

system.

ROLE OF THE SQUADRON COMMANDER IN THE ASSIGNMENT PROCESS

When asked specifically about their role in the assignment process, commanders echo the same feelings expressed regarding the training and information available for career development. In fact, the survey results indicate that commanders believe career development and the assignment process to be so closely intertwined as to be inseparable. An even higher percentage (90%) agree the commander's orientation course should include assignment training versus training in career counseling (81% agree the commander's training course should include career counseling training). Approximately 88% of the commanders feel they have an important role to play in the assignment process for junior officers with over 95% of the group expressing the same level of agreement on career development. Not surprisingly, almost 80% feel they are in the best position to match junior officer qualifications and desires with Air Force requirements. Over 97% of the commanders verify that assignments are perceived as playing a major role in an officer's promotion potential. Many also express the need for an assignment forecast guide that would tell them what assignments are available for their rated officers within a given forecast period. They feel this information would go a long way toward improving their credibility with both their junior officers and the Air Force assignment system.

SUMMARY

The squadron commanders strongly agree the assignment process plays a key role in officer career development and promotion. Although they receive little formal training in the workings of the Air Force assignment system, commanders perceive they perform an important role by providing assignment counseling information to junior officers. Responses to the open ended questions also indicate most commanders consider the assignment process synonymous with career development--that it takes the right assignments at the right time to fully develop an officer's career and promotion potential. The commanders also confirm what current Air Force policy seems to be saying through the Commander's Involvement Program--the squadron commander is, in fact, in the best position to manage junior officer career development.

AIR FORCE FORM 90

The survey asked several questions designed to review the utility of the Air Force Form 90 in the assignment selection process and as an aid in conducting career counseling.

A surprisingly low percentage of the respondents (18%) believe the primary role of the Form 90 is to request a desired assignment. Some, 41%, believe the primary role of the Form 90 is to document a desired assignment, and 35% feel the Form 90 performs an important, but not essential, role in the assignment process.

Responses to the question asking what commanders feel is

the most important step in the assignment process varied considerably between MAJCOMS with the most common overall response (38%) being from those who feel personal contact with AFMPC/MAJCOM assignment officers is the most important step. Only 33% of all the commanders feel their assignment recommendations carry the most weight although over 40% of those from MAC and TAC supported this response. Only 18% of the SAC commanders and 21% of the ATC commanders, however, believe they are the key player in assignment selection.

SUMMARY

The survey questions on the Form 90 confirm the perceptions that many officers have of the Form as a "dream sheet" that is not particularly useful in obtaining a desired assignment. In fact only 8% of the squadron commanders feel the Form 90 is the most important step in gaining a desired assignment. In a recent survey of junior officers conducted by AFMPC, over 16% indicated the Form 90 determines assignments to a great extent. Over 74%, however, believed that personal contact with an AFMPC assignment officer or with personnel at a desired location is the most effective means of obtaining an assignment. This AFMPC survey also indicated approximately 70% of the junior officers felt the squadron commander's involvement in Form 90 completion will encourage discussion of realistic career objectives and that they will benefit from this assistance.⁸

COMMANDER'S INVOLVEMENT IN THE ASSIGNMENT PROCESS INITIATIVE

Since one of the avowed purposes of the survey is to obtain feedback on the initiative to get the squadron commander more involved in making assignments, several questions specifically asked for opinions on this area. Almost all of the commanders indicate they are aware of the program, although 15% express a lack of full awareness. Over 75% of the commanders agree the program improves the way assignments are made, while about the same percentage agree the program has not decreased the importance of contact with AFMPC by individual officers. Just over half of those surveyed feel the current assignment selection process effectively identifies quality officers and prepares them for positions of greater responsibility.

Although the overwhelming majority of commanders feel they play an important role in the assignment/career development process, only 33% believe their recommendation is the most important step in the assignment process. Interestingly, 44% of the commanders in the MAJCOM with the longest experience in the squadron commander involvement program (MAC) feel their recommendation is most important. Responses to the open-ended questions indicate that commanders are frequently frustrated by their inability to influence the assignment decision on officers in their squadron. Many commanders perceive they are being asked pro forma for a recommendation which is then ignored or overridden by other factors--time on station, overseas return date, senior officer influence, etc.. In many cases the commanders feel they make inappropriate assignment

recommendations that damage their credibility because they lack the information needed to properly counsel officers on changing assignment policies.

SUMMARY

If the intent of the commander's involvement program is to improve the squadron commander's role in the assignment process, it appears to have met with somewhat limited success. The commanders believe they have an important role to play and are very positive about the program, yet believe more can be done to get them fully involved in making assignments. They are particularly concerned with their credibility when an assignment recommendation is overridden or they perceive their recommendation has been ignored without being fairly considered by the personnel system. They are also concerned with the credibility of their input when they are not being provided with all the information necessary to make a solid recommendation. Additionally, contact with the centralized USAF personnel system--specifically AFMPC--or with an officer at the desired assignment location is still seen as the best means of getting a desired assignment.

PERSONNEL MANAGEMENT PERCEPTIONS

Several other questions on a variety of personnel policies were included in the survey to measure attitudes towards issues such as the importance of command tours in officer career progression, rated supplement tours and officer PME.

Regarding command tours, almost 100% of those surveyed

believe such tours are important for career progression, although approximately 80% acknowledged there are a variety of career paths to promotion and command billets. Almost 93% also acknowledge that staff tours at MAJCOM headquarters and the Air Staff are important career development considerations. Commanders from ATC, MAC, and SAC agree with or are ambivalent about the necessity for a rated supplement tour during a rated officer's career, while commanders from TAC, PACAF, and USAFE strongly disagree with the necessity of such a tour. If a supplement tour is necessary, however, most feel an officer should enter the supplement between the sixth and twelfth years of service. Of the commanders who expressed an opinion regarding career monitoring for officers in the rated supplement, approximately 60% said neither the MAJCOM nor AFMPC assignment officers adequately monitor officers in these positions. The commanders basically confirm current Air Force policy on the timing of in-residence professional military education:

Squadron Officer School-less than six years service,

Intermediate Service School-between ten and fourteen
years of service,

Senior Service School-between sixteen and 20 years of
service.

ANALYSIS OF OPEN-ENDED QUESTIONS

Although this portion of the survey was optional, greater than 90% of the commanders took the opportunity to state their opinions on a variety of issues. Each response was analyzed

for recommendations that might further improve the assignment and career development systems. The responses were also reviewed for consistencies and/or differences in recommendations between MAJCOMs.

The consistency of the recommendations between commands was pronounced although there were differences in recommendations on how improvements could best be achieved.

The responses to the first of the open-ended questions, "What, in your opinion, can be done to better prepare commanders for their role as career advisors?" clearly indicate rated squadron commanders feel they need some type of formal career development training. They feel this training should be accomplished just prior to, or as soon as possible after, assuming command with the squadron commander's orientation course being identified as the most likely forum. There is also clear agreement concerning who should conduct this training. Although the training would be provided at each MAJCOM, the commanders strongly suggested that AFMPC assignment officers be involved in developing and presenting the training.

As an alternative, some commanders proposed that a short, concentrated workshop be conducted specifically for commanders of flying squadrons prior to assuming command. This training would be conducted by qualified MAJCOM or AFMPC personnel. A few commanders also suggested this training be given to all rated officers when they attend Squadron Officer School or Air Command and Staff College.

Another suggestion was to explore the possibility of using

video tapes. The tapes would be prepared at MAJCOM or AFMPC and mailed to base level for review by squadron commanders.

The second open-ended question, "What, in your opinion, can be done to better prepare commanders for their role in the assignment process?" is answered in much the same manner as the first question, as the majority of the respondents did not separate the assignment process from career development. Again, the emphasis was on formal training and keeping the squadron commander informed.

The recommended methods on how to best keep squadron commanders informed varied within each command. Some commanders prefer newsletters and suggest they be mailed quarterly or semi-annually. Others recommend field briefings be conducted by both MAJCOM and AFMPC on a semi-annual or annual basis.

Most of all, the commanders want current information on available assignments, to include non-rated and staff positions. They also mention a need to be kept abreast of policy changes and of how best to counsel junior officers on how these policy changes could affect their future assignments and career development.

A comment often seen in the commanders' responses is one relating to having the "big picture." They express frustration at being given a role in the assignment process without being provided enough information. Further frustration is expressed with the inability to communicate on a real time basis with MAJCOM and AFMPC personnel officers. Although some mentioned a

marked improvement has taken place since the inception of the Commander's Involvement Program, there is still a general feeling that all communication needs improvement.

The third open-ended question, "What changes would you make to the current assignment selection process to improve rated officer career development?" received the least consistent responses.

It is clear, however, that squadron commanders' from all MAJCOMS feel their involvement is a big step toward improved career development counseling. This finding is consistent with the results of a recent survey conducted by AFMPC dealing with officer retention. The preliminary results of this survey indicate that, "...overall, pilots have expressed a desire to have more influence regarding their careers, i.e., assignments and opportunity to remain in the cockpit."

Along these same lines, some commanders expressed a desire to become even further involved in the assignment process and the career development of their young officers. They feel better career tracks should be developed so commanders can brief and counsel young rated officers on possible options that match their individual skills and career desires.

Many commanders recommend that squadron commanders should be selected from officers with diversified backgrounds. A varied background of experiences is felt to be beneficial in the overall effectiveness of a commander as a career counselor and developer.

A significant number of commanders expressed a concern

that their involvement is not being taken as seriously as it should. Because they are often not kept informed on current policy changes or guidance, their credibility with junior officers is in question. Again, frustration is evident because they feel they need this credibility in order to be effective career advisors. They recommend that some type of feedback be provided to let commanders know how well they are doing in getting their people the assignments recommended on the Form 90. This was mentioned as a possible means of making the Form 90 a more effective career development or assignment vehicle.

Additionally, many commanders feel, if they are to be effective in the assignment and career development process, they also need to have their inputs concerning an officer's career respected up the chain of command, from their immediate supervisor to AFMPC. The need for credibility from above is perceived as important as from below.

Although a small percentage, some commander's feel the system is forcing them to wear the black hat and award only the "bad" assignments, while AFMPC and the MAJCOMs take credit for the "good" assignments. They indicated a strong desire to be able to reward their superior performers with the highly sought after assignments.

The responses to these open ended questions provide an underlying thesis: if properly trained, informed on a current basis and allowed to influence decisions, squadron commanders are eager to perform more effectively as career developers and active participants in the assignment process.

CHAPTER III

CONCLUSIONS

The responses to the survey led the authors to several significant conclusions regarding the squadron commander's role in the assignment/career development process. Among these findings is an almost unanimous belief that good assignments are synonymous with successful career development. The commander's believe that the right assignment at the right time is the key to rapid promotion and career advancement for junior officers who have strong leadership potential. For this reason, these terms will be used interchangeably during the following discussions of the survey's four major conclusions.

Squadron Commanders Are Not Adequately Prepared for Their Role as Career Counselors and Assignment Selection and Notification Officials

The survey indicates that training in career development is virtually non-existent in the MAJCOM sponsored commander orientation courses; nor, are these courses providing information on Air Force assignment policies and rated officer requirements that commanders should be aware of before assuming command. This lack of preparation handicaps commanders in their role as career counselors and frequently damages their credibility with both junior officers and the Air Force personnel system. Although orientation training is a MAJCOM responsibility, the commanders highly recommend that AFMPC be involved in developing an enhanced commander orientation

course.

Commanders also express concern with the timing of the orientation training, in addition to being critical of its content. The great majority of commanders complete the orientation training after assuming command--some by as much as one year. The commanders believe that if they are to be fully effective as role models and career counselors from the very beginning of their command tour, indepth training on these subjects must be completed before assuming command.

Recommendation: MAJCOM sponsored commander orientation training courses be expanded to include training on the Air Force assignment selection process, Air Force and MAJCOM rated officer requirements, and Air Force career counseling requirements and techniques. Additionally, every effort should be made to insure commanders complete this training before assuming command.

Squadron Commanders Are Not Kept Well Informed of Air Force Policies and Rated Officer Requirements

In addition to receiving little orientation training on career development/assignment policies, commanders are not being provided the timely information they need to perform effectively as career counselors and assignment selection officials. Although commanders believe they play an important role in junior officer career development and desire to do the best possible job in this capacity, the lack of accurate career development information detracts from their ability to fulfill this role. The lack of timely updates on assignment issues

presents an especially difficult problem in that commanders sometimes make assignment recommendations based on outdated information that invalidates their recommendation. This costs them credibility with their junior officers and dilutes the effectiveness of their "vote" with the personnel system. Many commanders asked that AFMPC give them a list of assignments (flying and non-flying) to be filled from within their unit and let them make the selections based on their knowledge of individual capabilities and potential--in other words, fully delegate the assignment selection decision to the squadron commander.

For this system to work or for the current system to operate more effectively, the flow of information to the squadron commanders must improve--commanders must be given the assignment "big picture" if they are to be fully effective as assignment selection officials. Unfortunately, the two primary vehicles currently used to deliver assignment information--the OCN and ROAG--are not fully meeting the commander's needs. The commanders state they need weapon system specific information that is updated frequently enough to keep them fully abreast of rated officer personnel developments. There are a variety of ways to improve communication, with the commanders suggesting more frequent face-to-face contact with AFMPC and command assignment officers and command sponsored newsletters as possible solutions.

Recommendation: Major Air Commands implement a system that keeps squadron commanders fully informed of current and

anticipated personnel developments within their specific weapon systems, to include frequent and regular updates of all projected flying and non-flying vacancies.

The Squadron Commanders Involvement in the Assignment Process Initiative is Working But Can Be Improved

The commander involvement initiative has been well received. Squadron commanders believe that better assignments are being made as a result of their increased involvement in the assignment selection process. Many commanders, however, think the process would be further improved if their assignment recommendations were given more weight in assignment selection decisions. They feel their input is being overridden too often by officers higher up the chain of command or by officials within the personnel system. In some cases, this override is based on factors the commander was not aware of (the information gap mentioned above), but in others, there is no clear rationale for reversal of the commander's recommendation. The lack of credibility created when a commander's recommendation is reversed detracts from the overall effectiveness of the commander's involvement program and is a problem that must be resolved if the program is to fully succeed.

Recommendation: The commander's recommendation regarding an assignment be considered as the primary element in the assignment action. If the recommendation is reversed, then full justification for the reversal should be presented to the commander to ensure the integrity of the commander's involvement program is maintained.

The Air Force Form 90 is Perceived as Having Little or No
Impact on the Assignment Selection Process

Very few commanders believe the Form 90 is a viable means of obtaining an assignment. They, along with many junior officers, rely on personal contact with AFMPC and MAJCOM assignment officers, or officers at a desired location, to obtain an assignment. In spite of the commander's involvement program, only about one third of the commanders believe they play the key role in assignment actions, with the remainder believing that AFMPC and MAJCOM assignment officers continue to exert the primary influence. Commanders and junior officers do feel, however, that the Form 90 is a good career counseling aid.

Recommendation: Continuing emphasis be placed on the importance of the squadron commander's role in the assignment selection process and reduced emphasis be placed on the Air Force Form 90 as an assignment vice career counseling vehicle.

In summary, the commander's involvement program is seen as a step in the right direction--it has enhanced the squadron commander's role in the career development and assignment process for junior officers. There is room for improvement, however, in career development training, timeliness of communication, and recognition of the importance of the commander's role. Improvements in these areas will make a good program even better by improving the ability of the commander and the personnel system to better work together as full partners in the junior officer career development process.

APPENDIX A

SURVEY ANALYSIS

Squadron Commander's Involvement in the Assignment Process

144. Are you aware of this recent change in Air Force Assignment policy?
- A. Yes, I am fully aware of this policy.
 - B. Yes, I am somewhat aware of this policy.
 - C. No, I am not aware of this policy.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A	84.5	91.7	86.6	88.9	91.7	55.0	84.0
B	15.5	8.3	12.2	11.1	4.2	45.0	15.2
C	0	0.0	1.2	0.0	4.2	0.0	.7

145. How familiar are you with AFR 36-23 (Officer Career Development)?
- A. Very familiar
 - B. Fairly familiar
 - C. Somewhat familiar
 - D. Not familiar

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	27.6	31.7	22.2	33.3	33.3	15.0	26.5
B.	43.1	46.7	51.9	44.4	45.8	45.0	46.3
C.	25.9	21.7	23.5	11.1	20.8	35.0	25.0
D.	3.4	0.0	2.5	11.1	0.0	5.0	2.2

146. How many officers are assigned to your organization?
- A. Less than five
 - B. Five but less than ten
 - C. Ten but less than twenty
 - D. Twenty but less than fifty
 - E. Greater than fifty

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	0.0	3.3	2.4	0.0	8.3	0.0	3.3
B.	3.4	3.3	3.7	0.0	0.0	0.0	2.6
C.	19.0	1.7	13.4	11.1	0.0	0.0	10.0
D.	29.3	16.7	53.7	77.8	66.7	20.0	39.4
E.	48.3	75.0	26.8	11.1	25.0	80.0	44.6

147. What is your present active duty grade?

- A. Colonel
- B. Lieutenant Colonel
- C. Major

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	0.0	0.0	1.2	0.0	0.0	0.0	.7
B.	87.9	96.7	96.3	100.0	100.0	100.0	94.4
C.	12.1	3.3	2.5	0.0	0.0	0.0	4.9

148. How long have you been a squadron commander?

- A. Less than 6 months
- B. 6 months but less than 12 months
- C. 12 months but less than 18 months
- D. 18 months but less than 2 years
- E. 2 years but less than 3 years

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	8.6	13.3	12.2	11.1	12.5	20.0	11.5
B.	37.9	48.3	35.4	22.2	45.8	15.0	38.7
C.	19.0	23.3	20.7	33.3	16.7	40.0	21.9
D.	25.9	11.7	19.5	33.3	25.0	25.0	21.2
E.	8.6	3.3	12.2	0.0	0.0	0.0	6.7

The following scale was used for questions 149-152:

- A. Very prepared
- B. Somewhat prepared
- C. Neither prepared or unprepared
- D. Somewhat unprepared
- E. Very unprepared

How prepared are you to counsel junior officers on:

149. Rated supplement assignments?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	29.3	33.3	32.9	22.2	29.2	30.0	32.3
B.	55.2	51.7	52.4	66.7	58.3	60.0	53.5
C.	8.6	5.0	4.9	0.0	8.3	5.0	5.2
D.	6.9	10.0	7.3	11.1	4.2	5.0	7.8
E.	0.0	0.0	2.4	0.0	0.0	0.0	1.1

150. Air Training Command assignments?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	27.6	31.7	42.7	55.6	41.7	90.0	41.3
B.	39.7	50.0	41.5	22.2	50.0	10.0	39.0
C.	19.0	11.7	7.3	11.1	0.0	0.0	10.8
D.	12.1	3.3	8.5	11.1	8.3	0.0	7.4
E.	1.7	3.3	0.0	0.0	0.0	0.0	1.5

151. Combat Crew Training School or Replacement Training Unit assignments?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	53.4	55.0	75.6	77.8	66.7	20.0	59.1
B.	32.8	33.3	15.9	22.2	29.2	60.0	29.0
C.	6.9	8.3	7.3	0.0	4.2	15.0	7.8
D.	5.2	3.3	1.2	0.0	0.0	0.0	2.6
E.	1.7	0.0	0.0	0.0	0.0	5.0	1.5

152. ASTRA Assignments?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	32.8	33.3	32.9	33.3	37.5	25.0	33.5
B.	51.7	50.0	45.1	66.7	41.7	45.0	46.8
C.	12.1	10.0	17.1	0.0	12.5	25.0	13.8
D.	3.4	5.0	1.2	0.0	4.2	5.0	3.7
E.	0.0	1.7	3.7	0.0	4.2	0.0	2.2

153. When did you attend a Commander's Orientation/Training Course?

- A. I have not attended a Commander's Orientation/Training Course
- B. Less than 1 month after assuming command
- C. 1 but less than 2 months after assuming command
- D. 2 but less than 3 months after assuming command
- E. 3 but less than 6 months after assuming command
- F. 6 but less than 9 months after assuming command
- G. 9 but less than 12 months after assuming command
- H. 12 months but less than 2 years after assuming command

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	26.3	20.3	26.8	22.2	25.0	25.0	27.3
B.	3.5	3.4	1.2	11.1	0.0	10.0	3.0
C.	14.0	10.2	9.8	22.2	20.8	5.0	11.2
D.	14.0	27.1	15.9	11.1	12.5	10.0	16.5
E.	21.1	25.4	42.7	22.2	33.3	35.0	30.3
F.	12.3	10.2	3.7	11.1	8.3	15.0	8.6
G.	1.8	3.4	0.0	0.0	0.0	0.0	1.5
H.	7.0	0.0	0.0	0.0	0.0	0.0	1.5

154. How long has it been since you attended a Commander's Orientation/Training Course?

- A. I have not attended a Commander's Orientation/Training Course
- B. Less than 6 months
- C. 6 but less than 12 months
- D. 12 but less than 18 months
- E. 18 months but less than 2 years
- F. 2 years or longer

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	9.3	0.0	3.3	0.0	0.0	6.3	4.1
B.	23.3	39.1	34.4	14.3	50.0	25.0	32.5
C.	37.2	30.4	18.0	42.9	11.1	31.3	25.9
D.	23.3	19.6	34.4	42.9	38.9	6.3	27.9
E.	7.0	6.5	4.9	0.0	0.0	12.5	5.6
F.	0.0	4.3	4.9	0.0	0.0	18.7	4.1

155. Have you received any formal training from your MAJCOM in career counseling?

- A. Yes, I have received indepth training
- B. Yes, I have received very basic training
- C. No, I have received no formal training

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	0.0	8.7	16.7	0.0	0.0	12.5	8.7
B.	16.3	17.4	28.3	28.6	11.1	18.8	20.4
C.	83.7	73.9	55.0	71.4	88.9	68.8	70.9

156. Were you briefed on or made aware of the rated requirements of the Air Force and your MAJCOM?

- A. Yes, for the Air Force and for my MAJCOM
- B. Yes, for the Air Force only
- C. Yes, for my MAJCOM only
- D. No

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	67.4	63.0	88.3	57.1	72.2	50.0	70.9
B.	0.0	4.3	3.3	28.6	11.1	0.0	4.6
C.	11.6	10.9	6.7	0.0	0.0	6.3	7.7
D.	20.9	21.7	1.7	14.3	16.7	43.8	16.8

157. Have you received a Rated Officer Assignment Guide from your MAJCOM?

- A. Yes
- B. No

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	46.5	76.1	90.3	77.8	44.4	43.8	68.2
B.	53.5	23.9	9.7	22.2	55.6	56.3	31.8

The following scale was used for questions 158-174:

DISAGREE SLIGHTLY NEITHER AGREE SLIGHTLY AGREE
 DISAGREE NOR DISAGREE AGREE
 A-----B-----C-----D-----E

158. The Squadron Commander's role in the career development of junior officers is important.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	0.0	0.0	0.0	0.0	0.0	.4
B.	0.0	1.7	0.0	0.0	0.0	0.0	.4
C.	0.0	0.0	1.2	0.0	0.0	0.0	.4
D.	1.7	1.7	3.7	11.1	0.0	5.0	3.0
E.	96.6	96.7	95.1	88.9	100.0	95.0	95.9

159. I am well prepared to provide career counseling to junior officers.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	1.7	0.0	0.0	4.2	0.0	1.1
B.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C.	3.4	6.7	6.1	0.0	0.0	0.0	4.1
D.	29.3	45.0	28.0	33.3	33.3	50.0	33.5
E.	65.5	46.7	65.9	66.7	62.5	50.0	61.3

160. The Commander's Orientation/Training Course should provide training in career counseling.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	3.6	1.7	3.7	11.1	4.2	0.0	3.0
B.	5.4	3.3	2.4	11.1	4.2	5.0	3.7
C.	8.9	8.3	17.1	0.0	12.5	25.0	12.0
D.	16.1	21.7	25.6	44.4	12.5	25.0	21.3
E.	66.1	65.0	51.2	33.3	66.7	45.0	59.9

161. The Commander's Orientation/Training Course should provide training in the assignment process for junior officers.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.8	0.0	1.2	0.0	0.0	0.0	.7
B.	3.6	1.7	0.0	11.1	0.0	5.0	1.9
C.	12.5	10.0	9.8	0.0	8.3	20.0	10.1
D.	21.4	23.3	29.3	22.2	16.7	30.0	25.1
E.	60.7	65.0	59.8	66.7	75.0	45.0	62.2

162. The squadron commander has an important role in the assignment process for junior officers.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	1.7	1.2	0.0	8.3	0.0	1.9
B.	1.7	3.3	6.1	22.2	4.2	10.0	5.2
C.	3.4	6.7	3.7	0.0	4.2	0.0	4.5
D.	19.0	16.7	14.6	33.3	16.7	20.0	17.1
E.	74.1	71.7	74.4	44.4	66.7	70.0	71.4

163. Generally speaking, the squadron commander is in the best position to match individual officer qualifications and desires with Air Force requirements.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	3.4	3.3	4.9	0.0	16.7	5.0	5.6
B.	1.7	3.3	13.4	11.1	12.5	5.0	7.8
C.	12.1	5.0	2.4	0.0	8.3	20.0	7.4
D.	34.5	40.0	35.4	33.3	33.3	25.0	35.3
E.	48.3	48.3	43.9	55.6	29.2	45.0	43.9

164. Assignments play a major role in an officer's promotion potential.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	0.0	2.4	0.0	0.0	0.0	1.1
B.	1.7	0.0	0.0	0.0	4.2	0.0	.7
C.	0.0	1.7	1.2	0.0	0.0	0.0	.7
D.	6.9	10.0	23.2	22.2	20.8	30.0	16.4
E.	89.7	88.3	73.2	77.8	75.0	70.0	81.0

165. Officer's career desires are usually considered in the assignment process.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	5.2	0.0	2.4	11.1	12.5	0.0	4.1
B.	10.3	10.0	7.3	11.1	12.5	15.0	9.7
C.	8.6	25.0	18.3	0.0	16.7	15.0	16.0
D.	55.2	50.0	43.9	55.6	33.3	65.0	49.1
E.	20.7	15.0	28.0	22.2	25.0	5.0	21.2

166. Rated officers understand that there are various career paths to promotions and/or command billets.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	5.2	0.0	2.4	0.0	4.2	0.0	2.2
B.	10.3	5.0	7.3	11.1	8.3	10.0	9.3
C.	6.9	13.3	7.3	0.0	12.5	20.0	9.7
D.	48.3	48.3	50.0	66.7	33.3	60.0	48.0
E.	29.3	33.3	32.9	22.2	41.7	10.0	30.9

167. Command billets are important for rated officer career progression.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	0.0	0.0	0.0	0.0	0.0	.4
B.	0.0	0.0	0.0	0.0	0.0	0.0	.7
C.	0.0	1.7	1.2	0.0	4.2	0.0	1.1
D.	13.8	8.3	15.9	11.1	4.2	10.0	11.5
E.	84.5	90.0	82.9	88.9	91.7	90.0	86.2

168. Assignments at MAJCOM headquarters/Air Staff are important for a rated officer's career progression.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	0.0	0.0	0.0	4.2	0.0	.7
B.	0.0	1.7	2.4	11.1	0.0	0.0	2.2
C.	1.7	6.7	4.9	0.0	4.2	0.0	4.5
D.	13.8	6.7	24.4	11.1	0.0	5.0	12.6
E.	82.8	85.0	68.3	77.8	91.7	95.0	79.9

169. Squadron commanders should be involved in PME school selection for junior officers.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	0.0	1.2	11.1	0.0	0.0	1.5
B.	0.0	0.0	1.2	0.0	0.0	5.0	1.1
C.	1.7	5.0	6.1	11.1	4.2	5.0	4.5
D.	6.9	11.7	19.5	11.1	25.0	10.0	14.5
E.	89.7	83.3	72.0	66.7	70.8	80.0	78.4

170. All rated officers should have a rated supplement assignment during their career.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	20.7	26.7	59.8	77.8	70.8	10.0	39.4
B.	24.1	15.0	15.9	0.0	16.7	10.0	16.7
C.	25.9	15.0	12.2	0.0	8.3	25.0	15.6
D.	13.8	20.0	4.9	22.2	0.0	15.0	12.6
E.	15.5	23.3	7.3	0.0	4.2	40.0	15.6

171. A rated supplement assignment hinders career progression in the operations career field.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	31.0	33.3	15.9	22.2	20.8	40.0	26.4
B.	31.0	18.3	24.4	22.2	4.2	20.0	22.7
C.	13.8	25.0	20.7	11.1	29.2	15.0	20.1
D.	17.2	15.0	18.3	11.1	8.3	15.0	15.6
E.	6.9	8.3	20.7	33.3	37.5	10.0	15.2

172. The commander's involvement in the assignment process decreases the importance of the individual officer's contact with AFMPC assignment officers or with personnel at a desired location.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	32.8	46.7	51.2	77.8	75.0	45.0	49.1
B.	27.6	30.0	17.1	11.1	12.5	20.0	22.3
C.	12.1	11.7	14.6	11.1	0.0	30.0	13.4
D.	24.1	6.7	13.4	0.0	0.0	5.0	11.1
E.	3.4	5.0	3.7	0.0	12.5	0.0	4.1

173. The commander's involvement in the assignment process policy improves the way assignments are made.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	3.4	1.7	1.2	11.1	16.7	5.0	3.7
B.	0.0	8.3	7.3	11.1	0.0	5.0	4.8
C.	8.6	13.3	13.4	0.0	8.3	25.0	12.6
D.	36.2	30.0	17.1	22.2	16.7	30.0	25.7
E.	51.7	46.7	61.0	55.6	58.3	35.0	53.2

174. The present assignment process allows quality officers to be identified and prepared for positions of greater responsibility.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	1.7	8.3	6.1	11.1	20.8	5.0	7.4
B.	10.3	13.3	17.1	33.3	20.8	30.0	16.4
C.	20.7	20.0	22.0	11.1	16.7	25.0	19.7
D.	43.1	35.0	37.8	33.3	25.0	35.0	37.2
E.	24.1	23.3	17.1	11.1	16.7	5.0	19.3

175. What role do you feel the AF Form 90 plays in the assignment process?

- A. It is the primary tool used to request/acquire desired assignments.
- B. It is an important tool in the assignment process; but not essential.
- C. Its primary role is that of documenting the desired assignment.
- D. Other; Please specify on comment sheet (last page).

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	8.6	23.7	19.5	11.1	33.3	15.0	18.3
B.	43.1	27.1	35.4	33.3	25.0	45.0	34.7
C.	41.4	42.4	41.5	44.4	37.5	40.0	41.4
D.	6.9	6.8	3.6	11.1	4.2	0.0	5.6

176. With respect to the assignment process, which do you think is the most important?
- A. Submitting an AF Form 90
 - B. Personal contact with AFMPC/MAJCOM assignment officers
 - C. Personal contact with personnel at desired assignment location
 - D. Squadron commander recommendation

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	5.3	16.7	3.7	33.3	0.0	10.5	7.9
B.	26.3	28.3	45.1	22.2	45.8	57.9	38.2
C.	24.6	36.7	9.8	11.1	20.8	10.5	21.7
D.	43.9	18.3	41.4	33.3	33.3	21.1	32.2

177. What do you think junior officers see as the most important part of the assignment process?
- A. Submitting an AF Form 90
 - B. Personal contact with AFMPC assignment officer
 - C. Personal contact with personnel at desired assignment location
 - D. Squadron commander recommendation

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	15.8	18.3	8.5	22.2	12.5	15.0	14.2
B.	36.8	40.0	45.1	44.4	62.5	55.0	45.1
C.	12.3	25.0	23.2	11.1	16.7	15.0	19.8
D.	35.1	16.7	23.2	22.2	8.3	15.0	20.9

The following scale was used for questions 178-181:

- A. Before completing 4 years of service
- B. Between 4 years and 6 years of service
- C. Between 6 years and 8 years of service
- D. Between 8 years and 10 years of service
- E. Between 10 years and 12 years of service
- F. Between 12 years and 14 years of service
- G. Between 14 years and 16 years of service
- H. Between 16 years and 18 years of service
- I. Between 18 years and 20 years of service
- J. Other, Please specify on the comment sheet

178. When should a rated officer be selected for a career broadening assignment?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	0.0	0.0	0.0	0.0	0.0	5.0	.4
B.	8.6	5.1	2.4	0.0	4.2	10.0	4.9
C.	43.1	39.0	14.6	33.3	16.7	45.0	30.6
D.	34.5	30.5	24.4	22.2	25.0	25.0	28.7
E.	3.4	16.9	40.2	0.0	29.2	10.0	21.3
F.	6.9	3.4	11.0	33.3	8.3	5.0	8.2
G.	3.4	5.1	1.2	11.1	0.0	0.0	2.6
H.	0.0	0.0	1.2	0.0	0.0	0.0	.4
I.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	0.0	0.0	4.9	0.0	16.7	0.0	3.0

179. When should a rated officer attend Squadron Officer School?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	25.9	18.3	23.2	11.1	12.5	25.0	20.4
B.	63.8	68.3	61.0	77.8	75.0	70.0	66.2
C.	8.6	8.3	13.4	11.1	8.3	5.0	10.8
D.	1.7	1.7	0.0	0.0	0.0	0.0	.7
E.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
I.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	0.0	3.3	2.4	0.0	4.2	0.0	1.9

180. When should a rated officer attend Air Command and Staff College or equivalent?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C.	0.0	1.7	0.0	0.0	4.2	0.0	.7
D.	8.6	13.3	2.5	11.1	8.3	30.0	9.7
E.	53.4	46.7	49.4	44.4	33.3	30.0	45.9
F.	32.8	35.0	43.2	33.3	50.0	40.0	39.2
G.	3.4	3.3	4.9	0.0	0.0	0.0	3.0
H.	1.7	0.0	0.0	0.0	0.0	0.0	0.0
I.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	0.0	0.0	0.0	11.1	4.2	0.0	1.5

181. When should a rated officer attend Air War College or equivalent?

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
E.	1.8	0.0	1.2	0.0	0.0	0.0	.7
F.	7.0	3.3	0.0	0.0	4.2	0.0	1.1
G.	40.4	11.7	4.9	11.1	8.3	30.0	9.7
H.	49.1	38.3	25.6	44.4	29.2	45.0	35.2
I.	1.8	45.0	65.9	33.3	54.2	25.0	50.9
J.	0.0	1.7	2.4	11.1	4.2	0.0	2.3

182. Who should provide career counseling for junior rated officers?

- A. Squadron commanders
- B. A designated squadron career development officer
- C. They should be responsible for developing their own career paths
- D. Other, please specify on comment sheet.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	89.7	90.0	91.4	100.0	83.3	70.0	87.7
B.	5.2	6.7	1.2	0.0	8.3	25.0	6.0
C.	0.0	0.0	1.2	0.0	4.2	0.0	1.5
D.	5.2	3.3	6.2	0.0	4.2	5.0	4.9

183. Are rated officers serving in rated supplement assignments adequately monitored by MAJCOM resource managers/ AFMPC assignment officers?

- A. Yes
- B. No
- C. No opinion

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	20.7	21.7	14.6	22.2	25.0	15.0	18.2
B.	36.2	31.7	19.5	22.2	29.2	30.0	27.5
C.	43.1	46.7	65.9	55.6	45.8	55.0	54.3

184. What do you consider to be the best source of assignment/career development information?
- A. Officer Career Newsletter
 - B. Rated Officer Assignment Guide
 - C. MAJCOM career advisor/functional manager
 - D. AFMPC assignment officer
 - E. CBPO
 - F. Other officers
 - G. Other, please specify on comment sheet.

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	3.4	10.2	4.9	11.1	8.3	15.0	8.2
B.	3.4	11.9	9.9	0.0	4.2	20.0	8.2
C.	53.4	28.8	42.0	22.2	20.8	10.0	34.1
D.	13.8	22.0	8.6	33.3	33.3	15.0	17.2
E.	0.0	0.0	0.0	11.1	0.0	0.0	.4
F.	15.5	25.4	29.6	22.2	29.2	40.0	27.0
G.	10.3	1.7	4.9	0.0	4.2	0.0	4.9

185. How frequently do officers in your squadron receive career counseling?
- A. Once each year
 - B. Twice each year
 - C. Other, please specify on comment sheet

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	37.9	30.0	24.7	22.2	16.7	35.0	29.2
B.	37.9	40.0	48.1	66.7	58.3	40.0	44.2
C.	24.1	30.0	27.2	11.1	25.0	25.0	26.6

186. Who typically conducts career counseling for officers in your squadron?
- A. Squadron commander
 - B. Immediate supervisors
 - C. Flight commanders
 - D. Aircraft commanders
 - E. Unit career development officer
 - F. Other, please specify on comment sheet

Answer	MAC	SAC	TAC	PACAF	USAFE	ATC	TOTAL
A.	82.8	75.0	67.1	66.7	62.5	60.0	72.9
B.	5.2	5.0	7.3	22.2	0.0	10.0	6.3
C.	3.4	10.0	14.6	0.0	25.0	10.0	10.4
D.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
E.	0.0	0.0	0.0	0.0	0.0	10.0	.7
F.	8.6	10.0	11.0	11.1	12.5	10.0	9.7

187.	What is your MAJCOM?	Response Rate
	A. Air Force Communications Command	75.0
	B. Air Force Systems Command	86.0
	C. Air Force Logistics Command	0.0
	D. Air Training Command	74.0
	E. Air University	0.0
	F. Alaskan Air Command	100.0
	G. Electronic Security Command	100.0
	H. Military Airlift Command	70.0
	I. Pacific Air Forces	56.0
	J. Air Force Space Command	0.0
188.	What is your MAJCOM (continued)?	
	A. Strategic Air Command	79.0
	B. Tactical Air Command	68.0
	C. United States Air Forces Europe	71.0
	D. Other (SOA, DRU, etc..)	100.0

Open Ended Opinion Questions:

1. What, in your opinion, can be done to better prepare squadron commanders for their role as career advisors?
2. What, in your opinion, can be done to better prepare commanders for their role in the assignment process.
3. What changes would you make to the current assignment selection process to improve rated officer career development?

APPENDIX B

SQUADRON COMMANDER'S INVOLVEMENT IN THE ASSIGNMENT PROCESS

The idea of involving the commander/supervisor in the assignment process extends back to 1979 when commanders asked to become directly involved in the assignment notification process for rated officers. In the summer of 1986, commander/supervisor involvement in the assignment process was expanded to include commander/supervisor access to officer career briefs and input through the respective major command to HQ AFMPC regarding assignment decisions for subordinates.

The purpose of this survey is to solicit opinions of current squadron commanders on the policy requiring commander/supervisor involvement in the officer assignment process.

PLEASE BEGIN YOUR RESPONSES WITH QUESTION 144 ON THE OPSCAN ANSWER SHEET.

144. Are you aware of this recent change in Air Force assignment policy?
- A. Yes, I am fully aware of this policy
 - B. Yes, I am somewhat aware of this policy
 - C. No, I am not aware of this policy
145. How familiar are you with AFR 36-23 (Officer Career Development)?
- A. Very familiar
 - B. Fairly familiar
 - C. Somewhat familiar
 - D. Not familiar
146. How many officers are assigned to your organization?
- A. Less than five
 - B. Five but less than ten
 - C. Ten but less than twenty
 - D. Twenty but less than fifty
 - E. Greater than fifty
147. What is your present active duty grade?
- A. Colonel
 - B. Lieutenant Colonel
 - C. Major
148. How long have you been a squadron commander?
- A. Less than 6 months
 - B. 6 months but less than 12 months
 - C. 12 months but less than 18 months
 - D. 18 months but less than 2 years
 - E. 2 years but less than 3 years

PLEASE USE THE FOLLOWING SCALE FOR QUESTIONS 149-152

- A. Very prepared
- B. Somewhat prepared
- C. Neither prepared or unprepared
- D. Somewhat unprepared
- E. Very unprepared

How prepared are you to counsel junior officers on:

149. Rated supplement assignments

150. Air Training Command assignments

151. Combat Crew Training School or Replacement Training Unit assignments

152. ASTRA Assignments

153. When did you attend a Commander's Orientation/Training Course?

- A. I have not attended a Commander's Orientation/Training Course
- B. Less than 1 month after assuming a command billet
- C. 1 but less than 2 months after assuming a command billet
- D. 2 but less than 3 months after assuming a command billet
- E. 3 but less than 6 months after assuming a command billet
- F. 6 but less than 9 months after assuming a command billet
- G. 9 but less than 12 months after assuming a command billet
- H. 12 months or more after assuming a command billet

IF YOU SELECTED OPTION "A" FOR QUESTION 153, PLEASE GO TO QUESTION 158.

154. How long has it been since you attended a Commander's Orientation/Training Course?

- A. I have not attended a Commander's Orientation/Training Course
- B. Less than 6 months
- C. 6 but less than 12 months
- D. 12 but less than 18 months
- E. 18 but less than 2 years
- F. 2 years or longer

155. Have you received any formal training from your MAJCOM in career counseling?

- A. Yes, I have received in-depth training
- B. Yes, I have received very basic training
- C. No, I have received no formal training

156. Were you briefed on or made aware of the rated requirements of the Air Force and your MAJCOM?
- A. Yes, for the Air Force and for my MAJCOM
 - B. Yes, for the Air Force only
 - C. Yes, for my MAJCOM only
 - D. No

157. Have you received a Rated Officer Assignment Guide from your MAJCOM?
- A. Yes
 - B. No

Using the scale below, please rate your level of agreement/disagreement with each of the following statements.

DISAGREE	SLIGHTLY DISAGREE	NEITHER AGREE NOR DISAGREE	SLIGHTLY AGREE	AGREE
A -----	B -----	C -----	D -----	E

158. The Squadron Commander's role in the career development of junior officers is important.
159. I am well prepared to provide career counseling to junior officers.
160. The Commander's Orientation/Training course should provide training in career counseling.
161. The Commander's Orientation/Training course should provide training in the assignment process for junior officers.
162. The squadron commander has an important role in the assignment process for junior officers.
163. Generally speaking, the squadron commander is in the best position to match individual officer qualifications and desires with Air Force requirements.
164. Assignments play a major role in an officer's promotion potential.
165. Officers' career desires are usually considered in the assignment process.
166. Rated officers understand that there are various career paths to promotions and/or command billets.
167. Command billets are important for rated officer career progression.
168. Assignments at MAJCOM headquarters/Air Staff are important for a rated officer's career progression.

169. Squadron commanders should be involved in PME school selection for junior officers.
170. All rated officers should have a rated supplement assignment during their career.
171. A rated supplement assignment hinders career progression in the operations career field.
172. The commander's involvement in the assignment process decreases the importance of the individual officer's contact with AFMPC assignment officers or with personnel at a desired location.
173. The commander's involvement in the assignment process policy improves the way assignments are made.
174. The present assignment process allows quality officers to be identified and prepared for positions of greater responsibility.
175. What role do you feel the AF Form 90 plays in the assignment process?
- A. It is the primary tool used to request/acquire desired assignments
 - B. It is an important tool in the assignment process; but not essential.
 - C. Its primary role is that of documenting the desired assignment
 - D. Other; Please specify on comment sheet (LAST PAGE)
176. With respect to the assignment process, which do you think is the most important?
- A. Submitting an AF Form 90
 - B. Personal contact with AFMPC/MAJCOM assignment officers
 - C. Personal contact with personnel at desired assignment location
 - D. Squadron Commander recommendation
177. What do you think junior officers see as the most important part of the assignment process?
- A. Submitting an AF Form 90
 - B. Personal contact with AFMPC assignment officer
 - C. Personal contact with personnel at desired assignment location
 - D. Squadron Commander recommendation

PLEASE USE THE SCALE BELOW FOR QUESTIONS 178-181

- A. Before completing 4 years of service
- B. Between 4 years and 6 years of service
- C. Between 6 years and 8 years of service
- D. Between 8 years and 10 years of service
- E. Between 10 years and 12 years of service
- F. Between 12 years and 14 years of service
- G. Between 14 years and 16 years of service
- H. Between 16 years and 18 years of service
- I. Between 18 years and 20 years of service
- J. Other, Please specify on the comment sheet

178. When should a rated officer be selected for a career broadening assignment?
179. When should a rated officer attend Squadron Officer School?
180. When should a rated officer attend Air Command and Staff College or equivalent?
181. When should a rated officer attend Air War College or equivalent?
182. Who should provide career counseling for junior rated officers?
- A. Squadron Commanders
 - B. A designated squadron career development officer
 - C. They should be responsible for developing their own career paths
 - D. Other, please specify on comment sheet.
183. Are rated officers serving in rated supplement assignments adequately monitored by MAJCOM resource managers/AFMPC assignment officers?
- A. Yes
 - B. No
 - C. No opinion
184. What do you consider to be the best source of assignment/career development information?
- A. Officer Career Newsletter
 - B. Rated Officer Assignment Guide
 - C. MAJCOM career advisor/functional manager
 - D. AFMPC assignment officer
 - E. CBPO
 - F. Other officers
 - G. Other, Please specify on comment sheet
185. How frequently do officers in your squadron receive career counseling?
- A. Once each year
 - B. Twice each year
 - C. Other, Please specify on comment sheet

186. Who typically conducts career counseling for officers in your squadron?

- A. Squadron commander
- B. Immediate supervisors
- C. Flight commanders
- D. Aircraft commanders
- E. Unit career development officer
- F. Other, Please specify on comment sheet

187. What is your MAJCOM?

- A. Air Force Communications Command
- B. Air Force Systems Command
- C. Air Force Logistics Command
- D. Air Training Command
- E. Air University
- F. Alaskan Air Command
- G. Electronic Security Command
- H. Military Airlift Command
- I. Pacific Air Forces
- J. Air Force Space Command

188. What is your MAJCOM (continued)?

- A. Strategic Air Command
- B. Tactical Air Command
- C. United States Air Forces Europe
- D. Other (SOA, DRU, etc..)

What, in your opinion, can be done to better prepare squadron commanders for their role as career advisors?

What, in your opinion, can be done to better prepare commanders for their role in the assignment process?

What changes would you make to the current assignment selection process to improve rated officer career development?

THANK YOU FOR COMPLETING THIS SURVEY

PLEASE TEAR OUT THIS SHEET AND RETURN IT IN WITH THE
OPSCAN SHEET IN THE ENCLOSED ENVELOPE

COMMENT SHEET

PLEASE USE THIS SHEET TO MAKE COMMENTS TO QUESTIONS THROUGHOUT THE SURVEY. FOR EACH COMMENT, PLEASE ANNOTATE THE QUESTION NUMBER BEFORE YOUR COMMENT. IF YOU NEED ADDITIONAL SPACE, USE THE BACK OF THIS SHEET OR ANOTHER SHEET OF PAPER.

OTHER COMMENTS:

IF YOU MADE COMMENTS ON THIS SHEET, PLEASE RETURN IT WITH
THE OPSCAN SHEET IN THE ENCLOSED ENVELOPE.

NOTES

CHAPTER I (Pages 1-30)

1. The Officers Career Newsletter, Volume XIX, Number 3, United States Air Force, Air Force Military Personnel Center, Randolph Air Force Base, Texas, Summer 1986, pp. 1. Hereafter cited as Officers Career Newsletter.
2. Officer Career Newsletter, Volume V, Number 6, July/August 1972, pp. 2.
3. Colonel Jimmy L. Nicholas (USAF), A Report on Officer Counseling and Career Guidance in the United States Air Force, Maxwell Air Force Base, Alabama: Air War College, 1971, pp. 5.
4. Officer Career Newsletter, Volume II, Number 6, November/December, 1969, pp. 1-2.
5. Officer Career Newsletter, Volume XIX, Number 4, Fall 1986, pp. 1.
6. Ibid, pp. 2.
7. Ibid, pp. 2.
8. Current Issues Survey, United States Air Force Survey Control Number 86-112, Air Force Military Personnel Center, Randolph Air Force Base, Texas, pp. 5.

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